



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Waterville Senior High School

SAU: Waterville Public Schools

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2011-2012 NCLB Report Card



School: Waterville Senior High School
SAU: Waterville Public Schools
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	135	127	94	50	50	47	5	46	29	20	122	5	
	2010-2011	130	120	92	48	48	50	12	37	27	25	120	0	0
Female	2009-2010	72	67	93	52	52	49	4	48	33	13			
	2010-2011	65	59	91	42	42	54	8	34	29	29			
Male	2009-2010	63	60	95	48	48	46	5	43	25	27			
	2010-2011	65	61	94	54	54	46	15	39	25	21			
Caucasian/White	2009-2010	121	113	93	50	50	48	4	45	32	19			
	2010-2011	120	114	95	47	47	51	11	36	27	25			
African American/Black	2009-2010	3	3	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	7	7	100			42							
	2010-2011	4	0	0			45							
Asian or Pacific Islander	2009-2010	4	4	100			41							
	2010-2011	4	4	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	58	51	88	37	37	31	4	33	33	27			
	2010-2011	64	57	89	33	33	34	9	25	26	40			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	27	24	89	25	25	16	<1	25	33	42			
	2010-2011	17	17	100	<1	<1	17	<1	<1	24	76			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	1	1	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Waterville Senior High School
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Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	135	127	94	35	35	45	3	31	39	26	122	5
	2010-2011	130	120	92	49	49	49	6	43	23	28	120	0
Female	2009-2010	72	67	93	33	33	43	1	31	45	21		
	2010-2011	65	59	91	36	36	47	2	34	27	37		
Male	2009-2010	63	60	95	37	37	47	5	32	32	32		
	2010-2011	65	61	94	62	62	51	10	52	18	20		
Caucasian/White	2009-2010	121	113	93	34	34	46	2	32	41	26		
	2010-2011	120	114	95	48	48	50	5	43	23	29		
African American/Black	2009-2010	3	3	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	7	7	100			40						
	2010-2011	4	0	0			36						
Asian or Pacific Islander	2009-2010	4	4	100			51						
	2010-2011	4	4	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	58	51	88	27	27	28	<1	27	35	35		
	2010-2011	64	57	89	35	35	31	4	32	30	35		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	27	24	89	17	17	14	<1	17	33	50		
	2010-2011	17	17	100	6	6	15	<1	6	24	71		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	1	1	100			17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	130	122	94	47	47	44	7	39	19	34	122	0																
Female																													
	2010-2011	65	58	89	34	34	40	2	33	19	47																		
Male																													
	2010-2011	65	64	98	58	58	48	13	45	19	23																		
Caucasian/White																													
	2010-2011	120	114	95	46	46	45	8	39	18	36																		
African American/Black																													
	2010-2011	1	1	100			19																						
Hispanic																													
	2010-2011	4	2	50			37																						
Asian or Pacific Islander																													
	2010-2011	4	4	100			49																						
American Indian or Native Alaskan																													
	2010-2011	1	1	100			26																						
Economically Disadvantaged																													
	2010-2011	64	56	88	30	30	29	5	25	21	48																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	17	17	100	12	12	14	<1	12	18	71																		
Limited English Proficient																													
	2010-2011	1	1	100			10																						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	95	95	96	50	50	49	95	95	96	43	43	47	80	80	83
Caucasian/White	97	97	96	49	49	50	97	97	96	42	42	48	82	82	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	50	50	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	25	25	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	92	92	94	36	36	33	92	92	94	33	33	30	69	69	71
Students with Disabilities	*	*	91	16	16	17	*	*	91	14	14	15	74	74	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	1	16	4	7	2

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	4

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.17

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.